



SD-STAR for District Users

Session #2: Quantitative Analysis
November 18, 2020, 1:30 p.m., CT

Brad Steckelberg, SD-STAR Support Lead



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Introduction



Quantitative Analysis – Why is it important?



Using Reports to Ask Questions



Make Observations & Find Trends



Additional Resources & Next Steps

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Objectives for today's webinar:

- Introduction
- Quantitative Analysis – Why is it important?
- Using Reports to Ask Questions
- Make Observations & Find Trends
- Additional Resources & Next Steps


Brad Steckelberg

SD-STARS Support Lead


(2016 – current)

STARSHelp@state.sd.us





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Users with @K12 email addresses use the same password for emails and SD-STAR!



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For users with an @k12.sd.us email address, SD-STAR passwords are the same password used to log in to email and other K12 Data Center resources.

If users forget passwords, they will need to contact their district's technology coordinator or the K12 Data Center (Help@k12.sd.us). The SD-STAR team and their district's STAR Account Managers may not be able to assist with forgotten passwords.

For those users without an @ k12.sd.us email address, the user ID is the user's email address, and the password was given to the user by the district's STAR Account Manager.

Browser Compatibility


Important Note for Internet Explorer users



Internet Explorer users will not be able to log in to SD-STARS, beginning Dec. 2020


Microsoft no longer supports Internet Explorer (IE).
Please use Chrome, Firefox, Microsoft Edge, or Safari
when accessing SD-STARS.

New to SD-STARs Webinar


Student Teacher Accountability and Reporting System

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[Content Library](#)
[Accountability](#)
[Reports](#)
[Training Center](#)
[Admin](#)

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training center

1 Select "Training Center"

2 Scroll down and select the Introduction webinar resources.

SD-STARs RESOURCES FOR TRAINED USERS

These resources were developed to help district SD-STARs users who attend training sessions or webinars throughout the year.

- Book Report Exploration Worksheet
- Scavenger Hunt Worksheets


Recordings - Beginner's Guide to locating and analyzing data

- I Found My Data. Now What?
- Excel, Part 1 - Excel Basics
- Excel, Part 2 - Excel Filtering
- Excel, Part 3 - Data Analysis


Topical Webinars - Topics and Dates

- August 2020 - Introduction to SD-STARs Webinar (Recording)
- August 2020 - Introduction to SD-STARs Webinar (PDF)
- February 2020 - Special Education Reports (PDF)
- December 2019 - SD-STARs for EL staff (PDF)
- November 2019 - PLD, Assessment and SD-STARs joint webinar (PDF and Docs)
- November 2019 - PLD, Assessment and SD-STARs joint webinar (Recording)
- September 2019 - SD-STARs Report Updates (PDF)
- April 2019 - McKinney-Vento, Mobility and Fall Enrollment Reports (PDF)
- April 2019 - McKinney-Vento, Mobility and Fall Enrollment Reports (Recording)

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https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvblz5L7U6llvuG0Y-qg/edit?usp=sharing

Google Folder
<https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing>


Check in with the SD-STAR team

Purpose of data and m	Name, District	How familiar are you with SD-STAR? 1=Beginner; 5=Expert	What roadblocks prevent you from using SD-STAR more?	Would you like to talk to the SD-STAR team one-on-one? (Yes/No/Possibly)
	Brad Steckelberg, SDDOE	5	NA	NA


Google Doc URL:
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvblz5L7U6llvuG0Y-qg/edit?usp=sharing

Full link is here:

https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvblz5L7U6llvuG0Y-qg/edit?usp=sharing



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Check in with each other


Purpose of data and m:

Name	During the pandemic, what is one thing that you have observed which lifted your spirits?


Google Doc URL:
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvblz5L7U6llvuG0Y-qg/edit?usp=sharing

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Parking Lot
Please post the questions below that you may have as we progress through the meeting.


Questions	Response
How can I reach the SD-STARS team?	STARSHelp@state.sd.us Mailing list for newsletters, notices: https://www.k12.sd.us/MailingList/SD-STARS

Google Doc URL:
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvblz5L7U6llvuG0Y-qg/edit?usp=sharing


Questions?
Use the Parking Lot!

SCROLL DOWN

If you have questions that you would like to bring to the attention of the SD-STARS team, please enter it in the Parking Lot! We will do our best to answer these questions today. You may also send any questions to the SD-STARS general mailbox at STARSHelp@state.sd.us.



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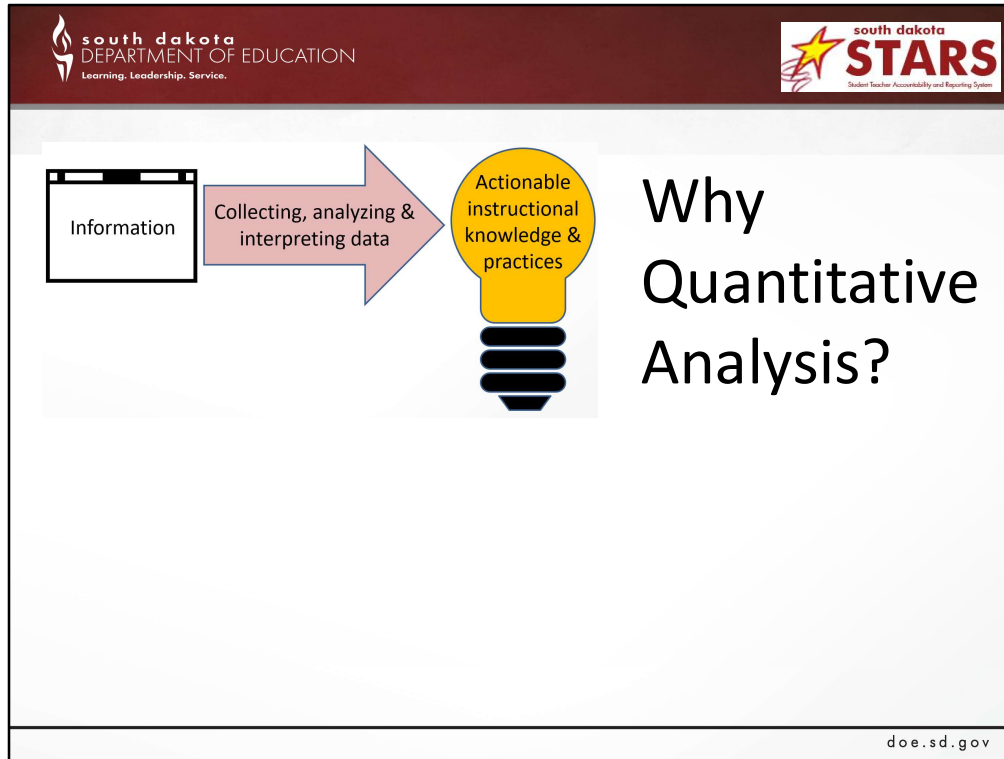
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 Introduction Quantitative Analysis – Why is it important?  Using Reports to Ask Questions Make Observations & Find Trends Additional Resources & Next Steps

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Objectives for today's webinar:

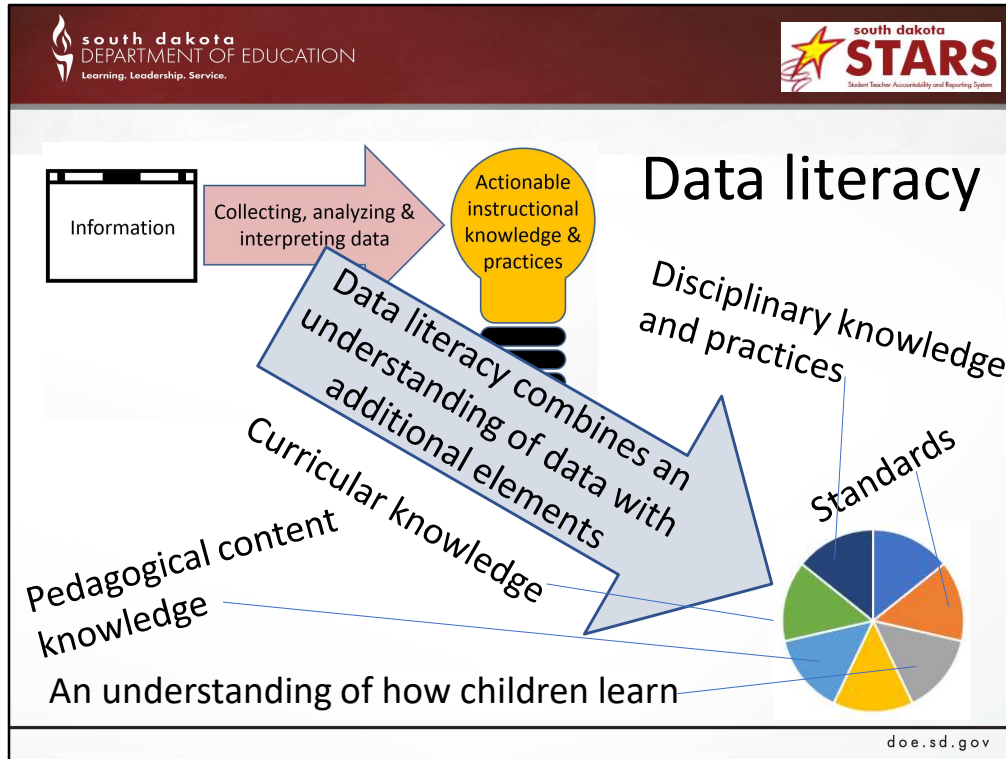
- Introduction
- Quantitative Analysis – Why is it important?
- Using Reports to Ask Questions
- Make Observations & Find Trends
- Additional Resources & Next Steps



Why is it important to analyze quantitative data?

Using data strategically to guide decisions and actions can have a positive effect on education practices and processes. This training introduces educators to some tools and vocabulary needed to support an informed conversation around the data they generate of acquire. It is our hope that participants will be able to use a framework suggested in this training to move beyond simply reporting data to applying data to direct strategic action.

This slide illustrates a useful definition of data literacy. While many districts and schools are information-rich, they can use the data from reports in SD-STARS and elsewhere to create actionable instruction knowledge and practices. The best way to effectively move to the next level of school improvement is to make an effort to collect, analyze and interpret the data already available through reporting resources like SD-STARS.




Once a solid understanding of quantitative data is better understood, this new knowledge is a powerful component of the overall efforts to improve desired outcomes in the school and district.


A data literate staff is a staff who is able to combine an understanding of quantitative data with additional elements, such as:

- Knowledge and application of Standards
- Disciplinary knowledge and practices
- Curricular knowledge
- Pedagogical content knowledge, and
- An understanding of how children learn

SD-STARS reports are an important part of the full picture, but as you can see, there is more. SD-STARS includes more resources than just reports, and our staff is available to support you in your efforts to show districts how to use data!



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Reports Menu



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Home » STARS Reports

STARS Reports

Select a report by clicking on the report name below.

Enrollment Reports	Assessment Reports	Attendance Reports
EN.001.00-X – Enrollment Demographics	AS.001.01-A – Achievement Cut Scores	AT.001.00-X – Attendance Demographics
EN.002.00-A – Student Enrollment List	AS.002.01-A – ACT Stoplight	AT.002.00-A – Student Attendance List
EN.003.01-A – Student Profile	AS.003.02-A – Assessment Detail Results	AT.003.00-X – Chronic Absenteeism Demographics
EN.004.00-X – Withdrawal Reason Analysis	AS.005.01-A – Student Longitudinal Achievement	
EN.005.00-A – Student Withdrawal List	AS.006.01-A – Student Achievement Report	
EN.006.00-A – Mobility Report	AS.007.01-A – Assessment Feedback Report	
EN.007.00-A – Fall Enrollment Census Count - Student List	AS.008.00-A – ACCESS Test Takers	
EN.007.00-X – Fall Enrollment Census Count - Aggregate		
EN.008.02-A – McKinney-Vento Student Count		
EN.009.00-X – Special Education Trend		

CTE Reports	Special Education Reports	Early Warning Reports
CT.001.00-X – CTE Biennial Review - Career Cluster	SP.003.01-A – Special Education Exiters	EW.001.00-A – Early Warning
CT.002.00-X – CTE Biennial Review - Enrollment	SP.004.00-A – SPED Accountability Student List	

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Locating reports in the Reports menu

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Report DIGs

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Home My STARS Content Library Accountability Reports Training Center Admin

Home » Training Center

1 Select "Training Center"

2 Scroll down and select the Data Interpretation Guides (DIGs).

STARS REPORTS RESOURCES

Learn more about the STARS Reports. This section contains available Data Interpretation Guides (DIGs.)

Enrollment Data Interpretation Guides (DIGs)

- EN.001.00-X – Enrollment Demographics Report DIG
- EN.002.00-A – Student Enrollment List Report DIG
- EN.003.01-A – Student Profile Report DIG
- EN.004.00-X – Withdrawal Reason Analysis Report DIG
- EN.005.00-A – Student Withdrawal List Report DIG
- EN.006.00-A – Mobility Report DIG
- EN.007.00-A – Fall Enrollment Student List Report DIG
- EN.007.00-X – Fall Enrollment Aggregate Report DIG
- EN.008.02-A – McKinney-Vento Student Count Report DIG
- EN.009.00-X – Special Education Trend Report DIG

Assessment Data Interpretation Guides (DIGs)

- AS.001.01-A – Achievement Cut Score Report DIG
- AS.002.01-A – ACT Spotlight Report DIG
- AS.003.02-A – Assessment Detail Results Report DIG
- AS.005.01-A – Student Longitudinal Achievement Report DIG
- AS.006.01-A – Student Achievement Report DIG
- AS.007.01-A – Assessment Feedback Report DIG
- AS.008.00-A – ACCESS Test Takers Report DIG

Attendance Data Interpretation Guides (DIGs)

- AT.001.00-X – Attendance Demographics Report DIG
- AT.002.00-A – Student Attendance List Report DIG
- AT.003.00-X – Chronic Absenteeism Demographics DIG

Locating DIGs in the Training Center


Reports for Comprehensive Needs Analysis

Report Name	Top 10 ranking	Report Name	Top 10 ranking
AC.031.00-X - Subgroup Longitudinal Performance		CT.003.01-X - Dual Credit - Course Enrollment	
AS.002.01-A - ACT Stoplight		CT.004.01-X - Dual Credit - Student Participation	
AS.005.01-A - Student Longitudinal Achievement		CT.006.01-X - Dual Credit - Pass Rate	10
AS.006.01-A - Student Achievement Report		CT.007.00-X - CTE Biennial Review - Aggregate	4
AS.007.01-A - Assessment Feedback Report	9	CT.008.01-A - Dual Credit - Student Level List	
AS.008.00-A - ACCESS Test Takers		EN.001.00-X - Enrollment Demographics	
AT.001.00-X - Attendance Demographics	5	EN.007.00-X - Fall Enrollment Census Count - Aggregate	
AT.003.00-X - Chronic Absenteeism Demographics		EN.009.00-X - Special Education Trend	1
CT.001.00-X - CTE Biennial Review - Career Cluster	2	EW.001.00-A - Early Warning	3
CT.002.00-X - CTE Biennial Review - Enrollment	6	SP.008.00-X - Child Outcomes Summary Form*	7/8 Tie
		SP.012.00-A - Children with No Assignments	
		SP.013.00-A - Part B Indicator 7 Child List	7/8 Tie


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This list was compiled from trainers who use SD-STAR reports in an effort to analyze quantitative data – mostly for Title’s SDCNA process and CTE’s CLNA process. The top 10 ranked reports are indicated in the second column.

****SP.008.00-X is removed from the Reports list every year, until the SPED team gives the OK to publish, usually around January.***



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Google Folder
<https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing>

SD-STARS Reports - Selecting reports for analysis

Directions:

1. We will split into breakout rooms to identify reports that are useful for quantitative analysis.
2. Choose a person in your breakout room who will fill in the form.
3. Drag report names into the first column and identify question(s) the report will help answer.
4. Choose one report that you wish to explore further. When time is up, be ready to share which report you chose. Time allotment: 5 minutes


Link to Participant Worksheet:
https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-blxhpB9wjV1HNoVIAjRLaU2-Ta-s/edit?usp=sharing

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Participants Worksheets

Link to Participant Worksheet:
https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-blxhpB9wjV1HN0vIAjRLaU2-Ta-s/edit?usp=sharing

SD-STARS Webinar

Demonstration & Breakout

Reports for Quantitative Analysis

November 18, 2020, 1:30-2:00

Add your name and follow the link to your group

Group 1:

Click to add text

Group 2:

Click to add text

Group 3:

Click to add text

Group 4:

Click to add text

Select reports - quantitative analysis for school improvement

Directions: Drag a report name (or type a report name) to the first column, if it is a report you would use while conducting quantitative analysis for your school. What question(s) do you want to answer with this report?

AC.031.00-X - Subgroup Longitudinal Performance

AS.002.01-A - ACT Spotlight

AS.005.01-A - Student Longitudinal Achievement

AS.006.01-A - Student Achievement Report

AS.007.01-A - Assessment Feedback Report

AS.008.00-A - ACCESS Test Takers

AT.001.00-X - Attendance Demographics

AT.003.00-X - Chronic Absenteeism Demographics

CT.001.00-X - CTE Biennial Review - Career Cluster

CT.002.00-X - CTE Biennial Review - Enrollment

CT.003.01-X - Dual Credit - Course Enrollment

CT.004.01-X - Dual Credit - Student Participation

CT.006.01-X - Dual Credit - Pass Rate

CT.007.00-X - CTE Biennial Review - Aggregate

CT.008.01-A - Dual Credit - Student Level List

EN.001.00-X - Enrollment Demographics

EN.007.00-X - Fall Enrollment Census Count - Aggregate

EN.009.00-X - Special Education Trend

EW.001.00-A - Early Warning

SP.008.00-X - Child Outcomes Summary Form

SP.012.00-A - Children with No Assignments

SP.013.00-A - Part B Indicator 7 Child List

Report Name	Question(s) this report will help answer	Additional Comments
Click to add text	Click to add text	Click to add text
Click to add text	Click to add text	Click to add text
Click to add text	Click to add text	Click to add text

Choose one report to use for further explanation. Continue to your group's Book Report

Group 1 Book Report

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Keep in mind when we begin to look at data, it is helpful to begin with a question. The first page of every DIG includes questions that the report is intended to answer. These “essential questions” are a good starting point if you don’t know where to begin.

I will demonstrate how to use the participant worksheet for our first breakout time. Each group will be given 5 minutes to enter their names and work on their first worksheet. We will check in for 5 minutes to share which reports each group has chosen.

The US Department of Education created guidance for data analysis, called “Five Steps for structured data conversations.” In it, information and tips are included about research questions. The link for this document is in the Google Drive and the section about research questions is included in the webinar’s notes, which is also included in the Google Drive.


The document states:

Crafting clear research questions is crucial for enabling data-informed conversations. The data team starts by framing the “what” question as simply as possible. The question may be very broad to start with, as in “What do the data tell us about our middle school students’ math achievement level?” But while it is important to begin the conversation by identifying the issue, the question needs to be more specific (box 2). Narrowing the question makes identifying and interpreting data clearer and easier.


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Answering the “what” questions can lead to other types of questions, such as those that look at relationships between two variables (“Is there a relationship between middle school students’ gender and performance on standardized math achievement tests?”) or those that look at whether one variable influences another (“Does having an after-school tutoring program increase middle school math performance on standardized tests?”).

Keeping long-term goals in mind helps ensure that current and short-term activities align with the larger mission. Defining clear short-term objectives that support long-term goals also contributes to a continuous data-informed conversation. Tracking long-term goals might also require data that are not currently being collected. Realizing that can initiate a discussion on future plans for data collection.



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SD-STARs for District Users

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Purpose
data and

SD-STARs Reports - Observations

Directions:

1. *In the breakout rooms, use the book report format and provide answers for each area.*
2. *Choose a person who will fill in the form, and a person who will share highlights from the group.*
3. *Time allotments: Group work on book reports: 10 minutes; Share with all participants: 2-3 minutes per group.*

Link to Participant Worksheet:
https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-blxhpB9wjV1HNoVIAjRLaU2-Ta-s/edit?usp=sharing

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Directions:

1. *In the breakout rooms, use the book report format and provide answers for each area.*
2. *Choose a person who will fill in the form, and a person who will share highlights from the group.*
3. *Time allotments: Group work on book reports: 10 minutes; Share with all participants: 2-3 minutes per group.*


Notes about observations on this worksheet

- *Parameters: Thinking about parameters will help when making comparisons between subgroups, and may help users to spot trends better than seeing aggregate numbers of the entire population.*
- *Who might use this report, and when might they do so? Thinking about these questions might shine the light on additional patterns, such as differing data between classrooms or based on the time of year.*
- *Additional comments: If time allows, add any further observations. Be sure these are statements about the data – NOT judgment statements. We are not making conclusions at this stage of our analysis. We are merely “curious” about trends and comparisons that might be worth looking into more.*

Link to Participant Worksheet: https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-blxhpB9wjV1HNoVIAjRLaU2-Ta-s/edit?usp=sharing



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Introduction



Why Focus on Attendance?



Attendance Suite of Reports



Make Observations & Find Trends




Next Steps / Contact Information




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Objectives for today's webinar:

- Introduction
- Why focus on attendance?
- Attendance suite of reports
- Make observations & find trends
- Next steps / contact information




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Next Steps: Acting on the data



Five steps for structuring data-informed conversations and action in education

This guide from U.S. Department of Ed may be found in the SD-STARS Content Library

This guide includes templates for:

- Observation Tracking
- Identifying driving factors
- Setting SMART Goals
- Developing action plans

Google Folder
<https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing>

U.S. Department of Ed. URL: <https://files.eric.ed.gov/fulltext/ED544201.pdf>

Five steps for structuring data-informed conversations and action in education

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- Observation Tracking
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-OR- you may find the PDF in these locations:

Google Folder

<https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing>

U.S. Department of Ed. URL: <https://files.eric.ed.gov/fulltext/ED544201.pdf>

SDDOE resources



Title's SDCNA Framework and Process

<https://doe.sd.gov/title/documents/2021-SDCNA.pdf>

CTE-CLNA Process

<https://doe.sd.gov/cte/documents/CLNA-Handbook.pdf>



SDDOE Links

School Improvement (including Title's SDCNA process):

<https://doe.sd.gov/title/schoolimprovement.aspx>

CTE-CLNA: <https://doe.sd.gov/cte/clna.aspx>


SD-STAR Training for SAMs – January 2021

Date	Time	Description	Location
January 14, 2021	10:30-11:30 a.m. CT	STAR Account Managers: Introduce to new Admin menu & features	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=13036			


SD-STAR Webinar Series for District Users

Date	Time	Description	Location
Tuesday, Feb. 23	1:30-2:30 p.m. CT	SD-STAR Webinar: Session #3	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12981			
Tuesday, March 23	1:30-2:30 p.m. CT	SD-STAR Webinar: Session #4	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12982			

The SD-STAR team is providing online training opportunities this year, both for STAR Account Managers (SAMs) and for district or school users of SD-STAR. To register for any of our webinars, visit <https://southdakota.gosignmeup.com/> and search for “STAR.”



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SD-STAR Listserv

<https://www.k12.sd.us/MailingList/SD-STAR>

Bi-monthly Newsletter

STAR Connections – Found in
Training Center

STAR CONNECTIONS


THE OFFICIAL NEWSLETTER FOR SD-STAR - OCTOBER 2020

COMING SOON! UPDATED SD-STAR MOA

Districts will need to sign another Memoranda of Agreement (MOA) in order for data from their Student Information System, such as Infinite Campus, to be loaded into SD-STAR. The department will send this MOA to superintendents via DocuSign. Please keep an eye out for it and sign and return it as soon as possible.

**2019-20 ACCOUNTABILITY
REPORT CARD WRAP-UP**

The 2019-20 Accountability report card is wrapped up! On Oct. 7, the report card will be released to the public. You will be able to



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The SD-STAR team provides several ways to stay in contact and to learn about the program through the year. There is a listserv and periodic newsletters that are produced by SD-STAR Team. You can find them online or, if you are a part of our listserv, you will get it in your email.

STARS Certified Trainers

Name	Email
Michelle Glodt	mlglodt@gmail.com
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These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARs trainings for your school or district to help educators make the most out of SD-STARs. Trainers have been trained by SDDOE staff on the SD-STARs system and are kept up-to-date on system developments and new reports. Districts can contact the trainer directly to request training at the district's cost.


Contact SD-STAR Team

Name	Email
Brad Steckelberg Support Lead	Brad.Steckelberg@state.sd.us 605-295-7260
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SD-STAR Help Desk	STARSHelp@state.sd.us
SD-STAR Website	https://doe.sd.gov/SDSTAR/

Thank you for attending today's webinar!



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STARs
Student Teacher Accountability and Reporting System

SD-STARs for District Users

Session #2: Quantitative Analysis
November 18, 2020, 1:30 p.m., CT

Google Doc
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6Wvbiz5L7U6ilvuG0Y-gg/edit?usp=sharing

Google Folder
<https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing>

Purpose

data and

Exit Ticket

What did you learn today? What prior knowledge was reinforced?	What do you plan to implement? What are your next steps, if any?	What are you still wondering?

Link to one-question survey:
https://docs.google.com/forms/d/e/1FAIpQLSfaDr6ldipHih8PhcoSEggUdAj_7l_IPdwWxJcu-L6qtW7_eg/viewform?usp=sf_link

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Survey Link:

https://docs.google.com/forms/d/e/1FAIpQLSfaDr6ldipHih8PhcoSEggUdAj_7l_IPdwWxJcu-L6qtW7_eg/viewform?usp=sf_link